

Continuous Improvement Training Validates SACS Accreditation Process

A SACS Accreditation Continuous Improvement meeting and training session was conducted for all KY Tech principals and one instructor from each ATC at Lake Barkley on March 1, 2006.



OCTE Division Director John Marks, who was responsible for coordinating the training session said, “The workshop was provided to clarify the process needed to develop the School Continuous Improvement plan and all the critical pieces of information required to support that effort.”

During the morning session, Education Cabinet Trainer Priscilla McCowan conducted a professional development facilitator training session. The purpose of the training was to aid each instructor in facilitating a successful continuous improvement plan for his or her respective ATC.



**Priscilla McCowan
conducting “Facilitator”
training session**

Once facilitator training was completed, the next session provided an opportunity for all participants to better understand the required documentation for the continuous improvement process. Mock school improvement teams were assembled to develop a sample school improvement plan. This activity served as a detailed roadmap for the continuous improvement process that must be implemented at each ATC.

Each school was directed to go back and collect program improvement plans for the purpose of developing the school’s improvement plan. This will be submitted to the Office of Career and Technical Education to be included in the OCTE’s (KY Tech) district cycle of continuous improvement. While some of the paperwork

has changed in order to better relay information and keep up with SACS, all previous efforts should be included in the overall school improvement plan.

“From a systemic standpoint, this training session provided an opportunity for our principals and their respective teachers to develop a sample school improvement plan,” said OCTE Executive Director David Billingsley. “The groups were made up of six individuals that included three principals and three teachers. By going through the actual process and sharing information, each will now be better equipped to facilitate the procedure at the local level.”

“Holding this type of training fits in with OCTE’s ‘district’ goals and connects us to the SACS indicators,” said OCTE Deputy Director Lewis Carter. “As a result of the entire process, we will show excellence within our system.”

Photo at right: OCTE Deputy Executive Director Lewis Carter and Executive Director David Billingsley



The following SACS Accreditation Timeline has been included to help everyone better understand program, school and district progress:



•**Spring 2006**

Program Assessment team visits begin for all programs. (Fall 2005 assessments have been completed.)

26 KY Tech ATCs will undergo Program Assessment visits.

Steering and Advisory Committees meet to refine Continuous and Program Improvement Plans.

•**Feb/March 2006**

School Improvement Annual Progress Report (Principal will complete on-line.)

•**Fall 2006**

SACS-CASI Team Visit – KY Tech District

**review at central office*

**random visits to ATCs*

•**Fall 2006 - Spring 2007**

Remaining 27 KY Tech ATCs undergo Program Assessment visits.

•**December 2006**

KY Tech District is awarded SACS/CASI Accreditation.



(l to r): Knox Co. ATC Office Technology Instructor Pam King and Principal Stacy Imel

The following reflects a sampling of comments made by teachers and principals upon completion of the training:

“We can do this was my response to Mr. Six after working with our group’s facilitator to develop a mock school continuous improvement plan. This training allowed me to understand the relevance of program assessment and validated the hard work each instructor invests in the process. I now realize how program assessment will provide valuable data to assist in developing school improvement plans (SIP). This, in turn, will allow us to strive toward our goal of becoming the first state in the nation to achieve SACS accreditation.

Excellence only occurs when we are constantly striving to improve. Using our individual program improvement plans to collectively develop a SIP and aligning our goals with district goals will encourage each school faculty, staff, and administration to work as a team toward reaching this one common goal. I also commend Priscilla McCowan for the excellent job she did in motivating the instructors in developing basic facilitator skills to assist in this process. I’m anxious to organize our team and get started on this challenging task.”

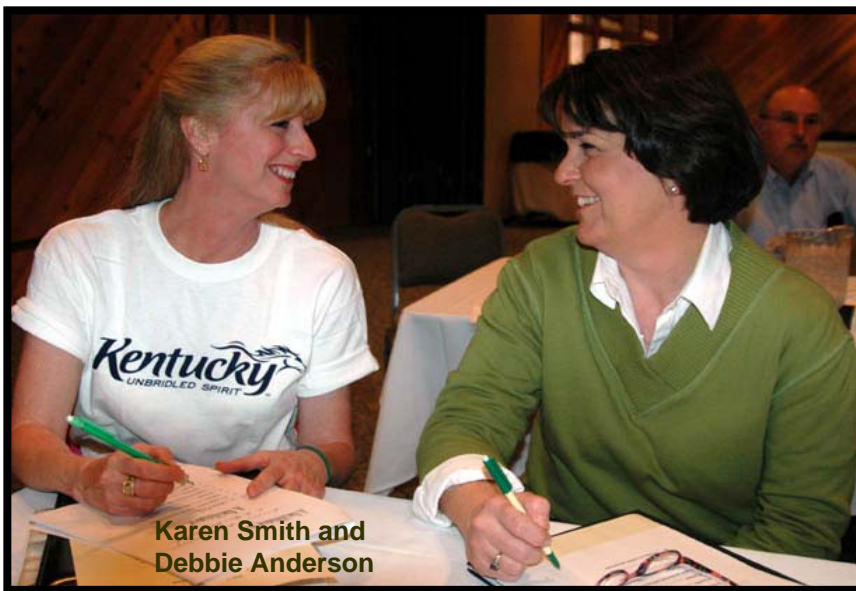
**Martha Williams, Martin Co. health sciences instructor
2004 KY Tech Teacher of the Year**



“I know how to better align my program improvement plan to correlate with the school improvement plan. I can now help to ensure the success of our school’s improvement plan and assessment.”

Ashley Bell, Barren Co. ATC office technology instructor





Karen Smith and
Debbie Anderson

“Priscilla McCowan from the Education Cabinet defines a facilitator as, ‘someone to support everyone to do their best thinking.’ Is that not also a definition of an educator? Educators are facilitators. Across the state, there are many educators who facilitate their students to ‘do their best thinking.’ I was honored to be selected as a facilitator for our school. Thanks to OCTE Executive Director David Billingsley and Division Director John

Marks, I now have a greater understanding of what it means to become SACS-CASI accredited. As a technical school, our business and industry connections have been participating in Quality Assurance for years. We will now be able to validate our commitment to continuous improvement in our schools by implementing teams to improve indicators that are identified by our steering committees.”

**Karen R. Smith, RN, BSN; Shelby Co. ATC health sciences instructor
2005 KY Tech Beginning Teacher of the Year**



“As a result of this training, I can see the purpose of my program improvement plan; its overall impact on the school’s improvement plan and the process for involving our feeder schools. My role as facilitator in my school will be a challenge; however, I feel I can impact a paradigm change of the overall attitude of my co-workers towards the importance of program assessment and its relationship to SACS accreditation.

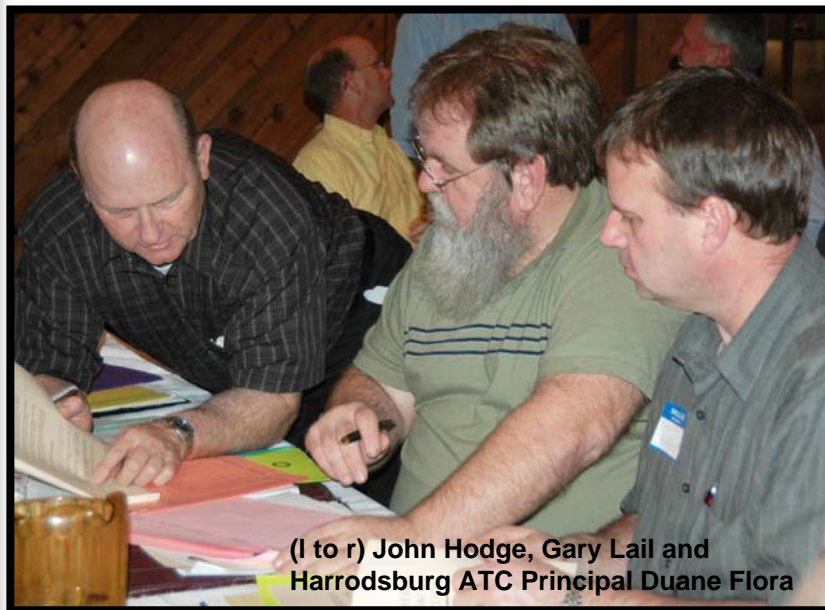
Amy Toms, Green Co. ATC office technology instructor

“My Health Sciences Instructor Brenda Moore and I both thought the training was excellent. I believe a teacher colleague is a great asset in helping our entire school to understand the importance of their own program improvement plan and how that relates to the school improvement plan. I think John Marks conducted a well organized work shop and it was facilitated in a productive manner.”

Don Rowlett, Paducah ATC principal



(l to r) Don Rowlett, Fulton Co. ATC Principal Tom Pyron and OCTE Division Director John Marks



(l to r) John Hodge, Gary Lail and Harrodsburg ATC Principal Duane Flora

“This was the best opportunity to bring the real message back to our schools and staff so that we can have a clear vision of where we are going in achieving our SACS accreditation and meeting our Perkins accountability goals. I appreciate the focus that John Marks has helped us bring to the process by initiating a collegial activity for our teachers and principals.”

John Hodge, Harrison Co. ATC principal

“This training will help our entire staff to have a much easier time with developing the school improvement plan.”

Gary Lail, Harrison Co. ATC carpentry instructor



“*Enlightening* is what I would say about the continuous improvement training session we just completed. Priscilla McCowen did an excellent job of clarifying the role of facilitator and how to properly handle the process. It was good to see the bridge that ties program assessment with the school improvement plans. The training allowed me to also see that the hard work each instructor puts into the whole process is being validated and will be used to provide the data needed to pursue excellence.



(l to r): Doug Keaton and
Warren Co. ATC Principal
Don Evans

When in industry, I became familiar with the Japanese term ‘*kaizen*.’ It means to seek continual improvement. We are on that path to crossing the bridge – challenging, but certainly achievable. Seeking SACS accreditation and aligning our other goals collectively, we can reach excellence within our system. I’m anxious to begin and get the team organized and help our school do its part.”

Doug Keaton, Russell ATC electrical technology instructor

“I now have a better idea of the type of information being looked at for SACS accreditation and what my role is as facilitator of this process at my school.”

Pam King, Knox Co. ATC office technology instructor



(l to r): Butler Co. ATC Principal Eric Keeling, David Lawson and C.E. McCormick ATC Principal Joe Amann

“The training that John Marks provided during the afternoon session gave me direction for coming back and implementing the school wide continuous improvement process. I now understand the importance of all our program improvement plans in developing an overall school improvement plan for SACS accreditation. The walk

through exercise was most beneficial to me and as a result, we can facilitate a good plan for our school.”

David Lawson, C.E. McCormick ATC carpentry instructor



“As a brand new principal, I was very impressed with our new Executive Director David Billingsley and how John Marks conducted this professional development training. The continuous improvement process, coming from my perspective, is a resource for us to document who we are and what we do. It’s going to be a lot of work up front, but it will pay off in the long run.”

Eric Keeling, Butler Co. ATC principal



“I would like to recognize John Marks and his SACS team for the great job they did in conducting this meeting,” says OCTE Executive Director David Billingsley. “I left with the impression that many of our principals and teachers had a more thorough understanding of the process. I appreciate the planning and organization that was put into this meeting and what our principals and teachers will accomplish at their school for the overall SACS accreditation process.”

VISION

To be an educational system that serves the needs of all students pursuing technical education and skills training.

MISSION

To develop a versatile individual by providing technical education and skills training in a safe environment.

GOALS

- **Provide technical skills training to secondary students that leads to successful post high school transition.**
- **Enhance career exploration options for secondary students.**
- **Collaborate with local school districts to enhance the educational growth of all students.**
- **Respond to the training needs of business and industry for the community.**
- **Become an Area Center of Excellence for continuous improvement of quality technical education for life long learning.**



**Good News Story #150
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